



Hartsville Middle

1427 14th Street
Hartsville, South Carolina

Grades	6-8 Middle School	
Enrollment	1,183 Students	
Principal	Meredith Taylor	843-857-3000
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

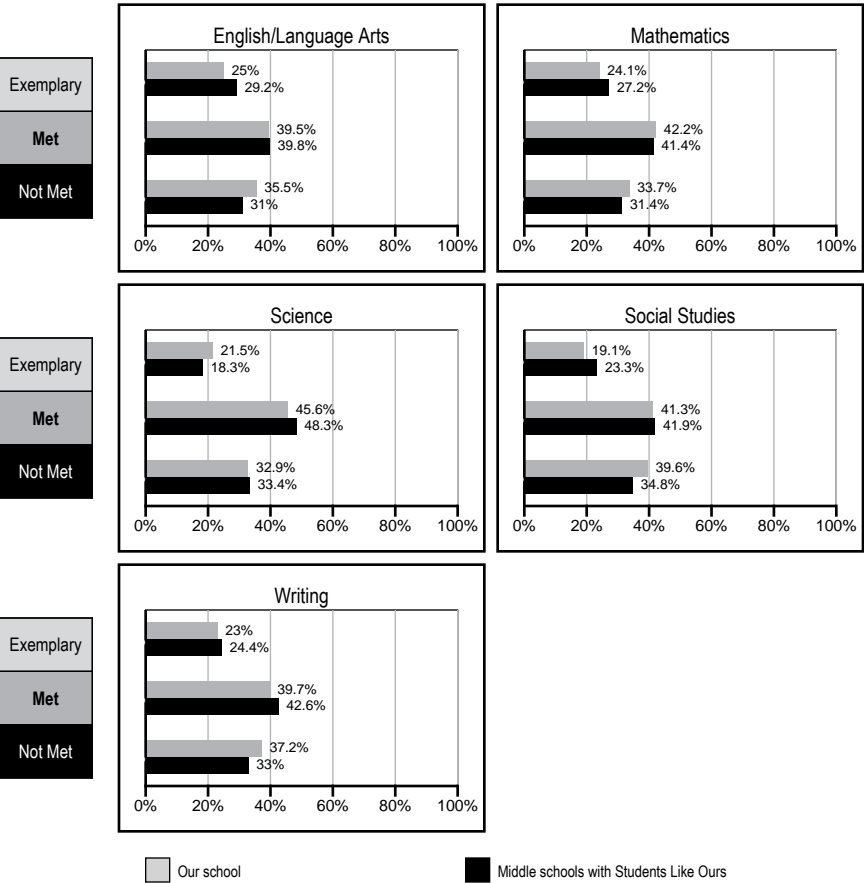
96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	46	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.0%	97.1%
English 1	95.8%	94.7%
Physical Science	88.6%	76.5%
US History and the Constitution	N/A	N/A
All Subjects	94.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,183)				
Students enrolled in high school credit courses (grades 7 & 8)	14.7%	Down from 35.9%	21.6%	21.6%
Retention rate	5.2%	Up from 4.4%	1.4%	1.2%
Attendance rate	95.6%	Down from 95.8%	95.7%	95.9%
Eligible for gifted and talented	15.7%	Down from 16.5%	15.7%	14.8%
With disabilities other than speech	16.2%	Up from 15.0%	14.1%	12.6%
Older than usual for grade	3.6%	Up from 2.2%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 2.4%	0.4%	0.6%
Annual dropout rate	0.3%	Up from 0.1%	0.0%	0.0%
Teachers (n=69)				
Teachers with advanced degrees	46.4%	Down from 50.7%	55.6%	56.9%
Continuing contract teachers	72.5%	Down from 81.7%	76.7%	72.7%
Teachers with emergency or provisional certificates	11.1%	Up from 6.2%	3.6%	5.3%
Teachers returning from previous year	84.3%	Down from 85.2%	84.4%	82.9%
Teacher attendance rate	96.0%	Up from 95.1%	95.4%	95.2%
Average teacher salary*	\$45,831	Up 1.1%	\$46,636	\$46,599
Professional development days/teacher	12.8 days	Down from 15.1 days	11.1 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 18.5 to 1	20.7 to 1	20.1 to 1
Prime instructional time	90.2%	Up from 89.3%	90.0%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.9%	Down from 97.8%	97.6%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$6,021	Up 1.8%	\$7,599	\$7,645
Percent of expenditures for instruction**	66.8%	Down from 68.6%	63.9%	63.4%
Percent of expenditures for teacher salaries**	63.9%	Up from 58.9%	59.0%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Hartsville Middle School continued its focus for the 2008-2009 school year to increase student achievement through the use of integrated literacy instruction, incorporated technology instruction, and a single gender model. HMS continued and implemented these approaches with support from our PTO and School Improvement Council.

The program focus, "Linking Literacy to Life," continued as an integrated approach across the curriculum. The core teachers (science, social studies, math, and ELA) taught a literacy class each day. The class included a time of independent reading, where each student self-selected reading material. Students selected books based on Lexile data as provided to teachers through the NWEA website and MAP testing data. During the independent reading time, the teacher held individual student conferences. A conference log was maintained by the teacher, noting student's fluency and knowledge of literary elements. The class also included a literacy lesson each day. The lessons were created by the ELA coordinating teacher. The NWEA MAP DesCarte was used for determining appropriate skill lessons. Most lessons used science and social studies content text to teach particular literacy skills. Science, social studies, and math teachers were able to transfer these literacy lessons into their regular content classes. Exploratory teachers also participated in "Linking Literacy to Life" by using magazine articles, internet sites, newspapers, picture books, and research in teaching their content standards.

In order to assess student needs, the MAP test, a diagnostic computer-based test, was administered three times throughout the year in math, ELA and science. The results from this test allowed teachers to individualize student instruction based on specific needs. Teachers used this data to create both flexible and cooperative groups for differentiated instruction. A station-to-station grouping was piloted by select teachers. Students were grouped based on current MAP data and teacher assessment. While the teacher worked with a small group of students, other members of the class circulated through individual and small group skills-based stations.

Single gender instruction was piloted in sixth, seventh, and eighth grade, with a student-teacher ratio of 20:1. Teachers received specialized training in differentiating instruction based on gender. Prior to the beginning of the year, students participated in a summer institute with the teachers of the single gender model. This allowed students and teachers to begin to develop a sense of community while preparing for the new year. This instructional approach allowed 100% of the students to meet district promotional requirements.

As a means for better equipping our students, a continued emphasis was placed on technology integration in every classroom. Teachers were trained and encouraged to use various forms of technology in the classroom, including United Streaming, PowerPoint, ActiVotes, Promethean Boards (an interactive wall mounted computer), YouTube, Brain Pop, USA Test Prep, and two Compass Learning Labs.

Chris Rogers, Principal
Annette Wint, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	314	69
Percent satisfied with learning environment	89.4%	71.5%	86.4%
Percent satisfied with social and physical environment	92.3%	73.6%	77.3%
Percent satisfied with school-home relations	72.3%	88.8%	72.3%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.7%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1172	99.8	36.6	39.5	23.9	72.8	76.8	82.8	Yes	Yes
Gender										
Male	610	99.7	39.4	35.8	24.8	70.9	74.1	79.3	N/A	N/A
Female	562	100	33.7	43.4	23	74.9	79.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	580	99.8	21.4	43.4	35.2	85.3	86.7	89.5	Yes	Yes
African American	566	99.8	52	36.4	11.6	60	70.1	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	19	100	50	12.5	37.5	68.8	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	190	99	72.6	21.2	6.1	34.1	48.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	47.1	17.6	35.3	70.6	71.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	689	99.9	47.3	38.1	14.6	63	71.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1171	99.8	35.2	43.3	21.5	75.8	74.6	78.9	Yes	Yes
Gender										
Male	609	99.7	34.1	44.5	21.4	75	74	77	N/A	N/A
Female	562	100	36.2	42.1	21.7	76.7	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	579	99.8	22.7	44.4	32.9	86.3	84.6	87.2	Yes	Yes
African American	566	99.8	48.4	42.7	8.9	64.7	67.6	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	19	100	25	31.3	43.8	81.3	81	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	189	98.9	78.1	20.8	1.1	34.3	44.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	17.6	41.2	41.2	82.4	82.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	688	99.9	44.9	42.8	12.2	67.9	69.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	779	99.4	31.5	47.6	20.9	68.5	61.7	67.5
Gender								
Male	401	99	32.2	44	23.9	67.8	62	67
Female	378	99.7	30.9	51.2	17.9	69.1	61.4	68
Racial/Ethnic Group								
White	387	99.7	19.2	48.1	32.7	80.8	78.5	79.5
African American	373	98.9	44.4	46.9	8.7	55.6	50.2	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	15	100	33.3	50	16.7	66.7	65.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	127	96.9	73.9	23.5	2.6	26.1	36.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	10	I/S	N/AV	N/AV	N/AV	54.5	59	59.6
Socio-Economic Status								
Subsided meals	458	98.9	42.9	45.6	11.5	57.1	53.4	55.1

Social Studies								
All Students	769	99.6	39.4	41.7	18.9	60.6	67.2	72.3
Gender								
Male	400	99.5	39.3	38.3	22.4	60.7	67.1	71.5
Female	369	99.7	39.4	45.3	15.3	60.6	67.4	73.2
Racial/Ethnic Group								
White	380	99.7	23.2	48.1	28.7	76.8	78.8	80.7
African American	374	99.5	55.6	35.6	8.8	44.4	59.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.7	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	110	100	65.7	32.4	1.9	34.3	44.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	74.2	67.9
Socio-Economic Status								
Subsided meals	452	99.3	50.8	38.3	10.9	49.2	61.2	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	1179	98.4	36.9	39.9	23.2	63.1	60	70.2	95.6	95.8
Gender										
Male	617	97.7	44.4	36.8	18.8	55.6	52.8	63.2	95.3	95.5
Female	562	99.1	28.9	43.2	27.8	71.1	67.5	77.5	95.9	96
Racial/Ethnic Group										
White	582	99.1	24.2	42.8	33	75.8	72.3	79.1	95.5	95.3
African American	570	97.5	50.5	37.4	12.1	49.5	51.3	57.6	95.6	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.9	86.2	97.2	97
Hispanic	19	100	31.3	31.3	37.5	68.8	60.3	62.6	96.7	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	90.8
Disability Status										
Disabled	187	93.1	85.2	13.6	1.2	14.8	19.1	26.1	93.5	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	29.4	29.4	41.2	70.6	59.6	61.2	96.8	97.2
Socio-Economic Status										
Subsidized meals	692	98.1	47.8	37.9	14.3	52.2	52.6	58.9	95	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	401	99.8	36.5	37.6	25.9	63.5
	7	379	100	34	40.1	25.9	66
	8	392	99.7	39.2	40.8	20	60.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	400	100	31.3	43	25.6	68.7
	7	379	99.7	30.7	43	26.3	69.3
	8	392	99.7	43.1	43.9	13	56.9
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	203	98.5	34.9	44.8	20.3	65.1
	7	378	99.7	25.5	50.4	24.1	74.5
	8	198	99.5	39.4	45.1	15.5	60.6
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	197	99	32.6	50.5	16.8	67.4
	7	379	100	42.1	37.6	20.3	57.9
	8	193	99.5	41.1	40.5	18.4	58.9
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	401	99	37.5	36.2	26.4	62.5
	7	379	98.2	33.2	40.8	25.9	66.8
	8	399	98	39.7	42.9	17.4	60.3

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample